

N.B.—These Programmes must be used in conjunction with *An Essay Towards a Philosophy of Education* (see N.B. 2).

Programme 126†

L₅

(April to July, 1933,
Sept. to Dec., 1933, overseas)

Parents' National Educational Union.

The Parents' Union School.

(Address : THE DIRECTOR, THE PARENTS' UNION SCHOOL,
AMBLESIDE.)

Motto : " *I am, I can, I ought, I will.*"

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLET.)

FORMS VI. & V.

(Ages 15 to 18).

PUPILS' NAMES

Scripture.

The One Volume Bible Commentary, by J. R. Dummelow
(Macmillan, 10/-): (a), Introduction, pp. xxiv.-xlvii.
VI. (b), *The Psalms*, 40-89. with pp. 346-365; V., (b),
II. *Samuel* and I. *Kings*, chapters 1 and 2, with pp.
196-212; VI. & V. (c), II. *Corinthians*, pp. 922-944.

The Saviour of the World, Vol. IV. (P.N.E.U. Office,
3/-). pp. 184-193, with Bible text (see Index).

For Sunday reading (optional):

VI. Stanley's *The Eastern Church* (Dent, 2/-), pp. 70-136. *A Short
History of Our Religion*, by D. C. Somervell (Bell, 5/-), pp. 1-100.
Homes of the Psalms, by Stacy Waddy (S.P.C.K., 6/-). *Christi-
anity and Science in the Twentieth Century*, by Rev. A. E. Baker
(Eyre & Spottiswoode, 2/-). *Things New and Old*, by Dean Inge
(Longmans, 2/6). *The Little Flowers of St. Francis* (Dent, 2/-).
The Testament of Beauty, by Robert Bridges (Oxford Press, 7/6).
pp. 131-192.

VI. & V. *St. Paul's Life and Letters*, by A. C. Baird, D.D. (Clark, 1/-).

† The 126th term of work set since the Parents' Union School began.

- V. Stanley's *Sinai and Palestine* (Murray, 2/6), pp. 304-364. *The Religions of Mankind*, by S. M. E. Trood (Christophers, 2/6), pp. 50-101; with *The Christ of the Indian Road*, by E. S. Jones (Hodder & Stoughton, 3/6). *Stories of Scientific Discovery*, by D. B. Hammond (Cambridge Press, 4/6), pp. 96-193.
- VI. & V. *Daily Readings and Notes* (Series A), monthly schemes, from the Secretary, B.R.F., 19, Old Queen St., London, S.W. 1 (2/6 a year).

Composition. (The daily "reports" also come under this heading.)

- VI. & V. A good *précis* (see Morgan & Treble below, Section IV.). Essays on subjects suggested by the term's work in Literature, History, Science, or, on topics of the day. Occasionally write verses, *which must scan*; (see *The Nature of English Poetry*, by L. S. Harris (Dent, 5/-); also Morgan & Treble, Section VII.). A *Dictionary of Modern English Usage*, H. W. Fowler (Oxford, 7/6).

English Language.

Both Forms, parse and analyse every week.

- VI. Taylor's *Words and Places* (Dent, 2/-), pp. 151-297. *On the Art of Reading*, by Sir A. Quiller-Couch (Cambridge Press, 3/6), pp. 1-106.
- V. For revision and reference (Accidence, Syntax, History of Language, etc.) use *A Senior English Grammar*, by R. B. Morgan & H. A. Treble (Murray, 3/6). Trench's *On the Study of Words* (Dent, 2/-), pp. 94-136; Lectures V., and VI.

Literature (Books set include holiday and evening reading).

- VI. (a) *The Lyrical Dramas of Æschylus: The Seven Against Thebes* (Dent, 2/-); (b) *Scott's Count Robert of Paris* (Dent, 2/-); (c) *Carlyle's Past and Present* (Dent, 2/-), Book II.: *The Ancient Monk*; (d) *The Travels of Marco Polo* (Dent, 2/-); (e) Washington Irving's *The Alhambra* (Macmillan, 6/-, or, 2/6); (f) *Two Saints: St. Bernard and St. Francis*, by G. G. Coulton (Cambridge, 3/6); (g) *Church's Essays: St. Anselm* (Routledge, 2/-); (h) *The Oxford Book of English Verse* (Oxford, 8/6).
- V. (a) Shakespeare's *Macbeth* (Verity's edition, Cambridge, 2/6; or, Blackie, 6d.); (b) Bacon's *Essays* (Blackie, 1/6 or 10d.); (c) Spenser's *The Faerie Queene*, Book I. (Oxford Plain Text, 1/6); (d) Spenser's *Shepherd's Calendar*, and other poems (Dent, 2/-); (e) Scott's *Kenilworth*, or, *The Abbot*, or, *Kingsley's Westward Ho!* (Nelson, 1/3 each); (f) Macaulay's *Essays: Bacon* (Vol. II., Dent, 2/-); (g) *The Book of English Poetry* (Jack 7/6), contemporary poets; (h) *An Anthology of Modern Verse* (Methuen, 2/6).

Keep a Commonplace Book for passages that strike you particularly. Learn a hundred lines of poetry. Be able to give some account of what you have read in each book, with sketches of the chief characters.

British History.

- VI. *History of England*, by G. M. Trevelyan, Part I. (Longmans, 4/6), pp. 85-178 (1000-1272); De Joinville's *Chronicle of the Crusade of St. Lewis* (*Memoirs of the Crusades*, Dent, 2/-); *English Wayfaring Life in the Middle Ages*, by J. J. Jusserand (Benn, 12/6), read from first half.
- V. *History of England*, by G. M. Trevelyan, Part II. (Longmans, 4/6), pp. 323-374 (1558-1603). Macaulay's *Essays: Burleigh and his Times* (Vol. I., Dent, 2/-).

General History.

- VI. *The Legacy of the Ancient World*, by W. G. de Burgh (Macdonald & Evans, 15/-) pp. 77-154.
- V. *Ancient Times*, by J. H. Breasted (Ginn, 10/6), pp. 295-349. *Medieval and Modern Times*, by J. H. Robinson (Ginn, 10/6), (latest edition), pp. 345-364.
- VI. & V. Continue a Book of Centuries (P.N.E.U. Office, 1/9, or better, 2/6; see illustrated leaflet by Miss Bernau, P.N.E.U. Office, 6d.), putting in illustrations from all the history studied during the term (Bible, English, General). Visit museums. Make summaries of dates and events. Use maps. Make charts. *History Charts* (P.N.E.U. Office, 6d.).

Quennell's *Everyday Things in Classical Greece* (Batsford, 8/-).

Smith's *Classical Dictionary* (Dent, 2/6). *An Atlas of Ancient and Classical Geography* (Dent, 2/6).

Every-Day Morals and Economics.

- VI. Plato's *Education of the Young* (Cambridge Press, 4/6), pp. 1-12 and 27-49. *Everybody's Business*, by Hartley Withers (Cape, 10/6), pp. 337-436.
- V. *Ourselves*, Book II. (P.N.E.U. Office, 3/6), pp. 170-202. *The Rights and Duties of a Citizen*, by H. E. Malden (Methuen, 2/6), pp. 37-76. Bacon's *New Atlantis* (Macmillan, 9d.).

Geography.

- VI. & V. *A New Regional Geography of the World*, by M. I. Newbigin (Christophers, 5/-), pp. 117-152 (*Asia in general, India, China*).
- VI. *A Shorter Physical Geography*, by E. de Martonne (Christophers, 7/6), pp. 51-104. *The Other Side of the Lantern*, by Sir Frederick Treves (Cassell, 3/6), pp. 1-99.
- V. Huxley's *Physiography* (revised edition, Macmillan, 5/-), pp. 91-138, or, take Martonne, with VI. Mort's *An Elementary Practical Geography* (Blackie, 2/6), pp. 65-77. Philip's *Pocket Surveyor* (Philip & Son, 2/6), will be found useful.
- VI. & V. Know from atlas (gazetteer) something about foreign regions coming most into note in the newspapers, and in connection with history, etc., studied. Summarise readings by memory maps on blackboard. Some account of the Physiography of your neighbourhood, with diagrams.

The Oxford Advanced Atlas, by J. Bartholomew (1931, Oxford, 10/6).

General Science.

- VI. *Insect Behaviour*, by Evelyn Cheesman (Allan, 4/6).
Make out-door observations, and keep records.
V. *Scientific Ideas of To-day* (latest edition), by C. R. Gibson (Seeley, 6/-), pp. 70-124.
VI. & V. Geikie's *Geology* (revised 1927, Macmillan, 7/6), pp. 365-414. Some account of the geology of your neighbourhood, drawing sections.
The Ordnance Survey Geological Map of the British Isles (Stanford, 2/-). *Geological Map of Europe* (Oxford Press, 2/6).

Biology, Botany, Physiology, etc.

- VI. *The Study of Animal Life*, by Sir J. Arthur Thomson (Murray, 6/-), pp. 265-296. *The Romance of the Human Body*, by R. C. Macfie (Gardner, Darton, 5/-), pp. 45-91.
V. *Botany*, by D. Thoday (Cambridge Press, 7/6), pp. 1-13, 334-381 and 446-465. For suggestions for out-door work: Dr. Caver's *Botany* (University Press, 8/6) will be found useful, see questions following chapters xiii., xiv., xv., xvi.-xxiv. (pollination, seed dispersal, botanical classification).
Specimens must be found, if possible, for all botanical work, and experiments must be made. Keep a *Nature Note Book* with flower and bird lists (P.N.E.U. Office, 2/3).

Astronomy.

- VI. *The Mysterious Universe*, by Sir James Jeans (Cambridge Press, new edition, 2/-), pp. 86-138, or work with V.
V. *The Story of the Heavens*, by Sir R. S. Ball (Cassell, 15/-), pp. 122-191, (chapters 5 to 8).
Follow newspaper reports on astronomical subjects. Make charts of the changes in position of the constellations and planets visible. *Stars at a Glance* (Philip, 1/6).

French.

- VI. & V. *L'Enseignement Littéraire du Français*, by J. Molmy, Vol. II. (Hachette, 3/-), lessons 61-69. Take a French paper (list can be obtained from Hachette).
VI. Victor Hugo's *Notre Dame de Paris* (abridged, Nelson, 2/6).
The Oxford Book of French Verse (Oxford Press, 8/6).
V. Molière's *L'Avare* (Blackie, 1/-). La Fontaine's *Shorter Fables* (Blackie, 6d.). *A Book of French Verse* (Oxford Press, 4/-), learn two poems.

Latin.

- VI. Allen's *Latin Grammar* (Clarendon Press, 3/-), pp. 58-73, 121-127, 137 (§173)-139 (§176). *Limen*, Part II. (Murray, 2/6), pp. 243-292. *A Book of Latin Poetry* (Methuen, 2/-). *A Book of Latin Letters*, edited by R. G. C. Levens (Methuen, 3/6), pp. 22-43.
V. *Limen* (Murray, 2/6), pp. 134-172, or, (second year), pp. 237-268. *Livy Book II.*, edited by R. S. Conway, Litt. D. (Cambridge Press, 3/-), §§ 33-48.
Dies Romani, by W. E. Wotton (Arnold, 2/-), may be used for practice in translation.

German.

- VI. & V. *A Public School German Primer* (Macmillan, 4/-).
VI.: revise pp. 158-188; V.: pp. 13-25, inclusive.
Learn poems from *Deutsche Lyrik* (Macmillan, 3/6).
VI. Schiller's *Wilhelm Tell* (edited by R. W. Dering, Harrap, 5/-).
V. Schiller's *Maria Stuart* (Hachette, 2/-).

or, Italian.

- VI. & V. *Italian Lessons and Readings*, by C. U. Clark (Harrap, 5/-): read from Part II., using Part I. and Appendices for studies in Grammar. *Italian Irregular Verbs* (Hachette, 1/-). For conversation practice, *Brush Up Your Italian*, by G. Tassinari (Dent, 2/6).
VI. Read three cantos from Dante's *Il Purgatorio* (Dent, 2/-).
Le Mie Prigioni, by Silvio Pellico (Hachette, 2/6).
The Hundred Best Italian Poems (Gowans & Gray, 1/-).
V. *All' Aria Aperta*, by Renate Fucini (P.N.E.U. Office, 2/4).
First Book of Italian Verse, selected by John Purves, M.A. (Oliver & Boyd, 6/-).

Arithmetic.

- VI. & V. Dr. Ballard's *Fundamental Arithmetic*, Book VI. (London University Press, 1/1), pp. 44-68; Teacher's Book VI. (2/3 is also essential. For mental work, *Arithmetical Dictation*, Book VI., by Alfred Wisdom (U.L.P., 1/3), Exa. 374-400.
or (second year) Dr. Ballard's *Fundamental Arithmetic*, Book VII. (1/4), pp. 30-61, also 93-94 (Test C) and 103-108 (Problems G-L), with Teacher's Book VII. (2/6).

Geometry.

- VI. & V. *A Shorter School Geometry*, by H. Hall and F. Stevens (Macmillan, 4/6), pp. 222-231, or, (second year), pp. 262-269, and revise section IV.
The School Set of Mathematical Instruments (P.N.E.U. Office, 2/-).

Algebra.

- VI. & V. *A School Algebra*, by H. Hall, Parts I. and II. (Macmillan, 4/6), pp. 207-213 and 228-231; or, (second year), 301-309, 311-314 and 325-331.

Art Studies.

- VI. *The Painters of Florence*, by Julia Cartwright (Murray, 6/-), pp. 125-181, inclusive. *A Short Critical History of Architecture*, by H. Heathcote Statham, Vol. I. (Batsford, 6/-), pp. 1-78.
V. *Schools of Painting*, by M. Innes (Methuen, 6/6), chapters 11, 25 and 26. *The Story of Architecture*, by P. L. Waterhouse (Batsford, 6/-), pp. 189-228; or, (second year), *The Basis of Design*, by Walter Crane (Bell, 10/-), pp. 259-301.
For reference: *Styles of Architecture*, by A. Stratton (Batsford, 1/6).
VI. & V. Six reproductions of works by Leonardo da Vinci (P.N.E.U. Office, 2/- the set); see notes in the April *Parents' Review*.

Reading.

The Speaking Voice, by Emil Behnke (Curwen & Son, 7/6), pp. 40-65, with practice of previous exercises. *The Art of Reading and Speaking*, by Canon Fleming (Arnold, 3/6).

Music Appreciation.

The work of Purcell: see (a), article, and (b). records suggested under *Our Work*, in the April *Parents' Review*. *Henry Purcell*, by D. Arundell (Oxford Press, 3/6).

The Enjoyment of Music, by A. W. Pollitt (Methuen, 5/-).

Music.

Choose and learn suitable compositions by Purcell. (Songs may also be played on bamboo pipes).

(a) *The Growth of Music*, by H. C. Colles (Oxford Press, 10/6). (b) *Foundations of Practical Harmony and Counterpoint*, by R. O. Morris (Macmillan, 7/6), four chapters each term; see preface. (c) For revision, *Elements of Music*, by F. Davenport (Longmans, 1/6). (d) *The Pipers' Guild Handbook*, by Margaret James (Cramer, 2/-) and *Pipers' Music*, Books I. (2/-, melody only 9d.) II. (2/6, melody only 1/-), III. (3-part tunes only, 9d.)

Singing.

Two English and two French songs: two German songs or two Italian songs.

National or Folk Songs from *Songs of the British Islands*, edited by Sir H. Hadow (Curwen, 6/-), or, from *The Oxford Song Book*, Vol. II. (Oxford Press, 7/6); *The Clarendon Song Books*, Books V. & VI. (Oxford Press, 2/6 or 3/- each, words and voice only, 6d. or 8d. each); learn also unison and part songs by Purcell.

Drill, etc.

Daily drill, dancing or games.

A Manual of Free Standing Movements, by H. D. Hassam (Hachette, 1/8). *Syllabus of Physical Training for Schools*, 1927, Supplement No. 12 (H.M. Stationery Office, 4d.). Six Country Dances: *The English Country Dance*, Graded Series, Vols. VI.-VIII. (Novello, 3/- each); music and instructions for six dances in each volume; also *The APTED Book of Country Dances* (Heffer, instructions and airs, 3/-, pianoforte tunes, 2/6). Tennis; Swimming; see *Swimming: How to Succeed* (Evans, 3d.).

Work: Arts and Crafts.

(a) Studies in figure drawing, perspective, sketching out-of-doors; see *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-), pp. 153-164.

(b) Design and work some embroidery, and make a garment. See *Art in Needlework*, by Lewis F. Day and M. Buckle (Batsford, 7/6); *Pattern Making and Cutting Out*, by Mrs. E. Griffiths (Oxford Press, 4/6).

(c) Woodcarving; see *Drawing, Design and Craftwork*, pp. 165-181.

(d) Do some definite house and garden work. Darn and mend each week.

Practical Housecraft: (1) *Housewifery*, (2) *Laundry*, (3) *Cookery* (Longmans, 6d. each).

Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1.

The Cambridge School Certificate Examination may be taken on the work set in the P.U.S. Programme for Form V. See special leaflet. For further details write to the Director, The Parents' Union School, Ambleside.

GENERAL NOTES.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for her age. The lighter portions of the Literature (novel, play and poems) are read for amusement in the evenings and also in the holidays. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons and offer scope for hobbies. Form VI. work should not be attempted unless the full two years' work has been done in Form V. (Ages in V., 15 to 17). The books set for Drawing, Music, Drill and Handicrafts (and any others printed in small type) are advisable but optional.

N.B. 2.—For principles and methods of teaching the various subjects see *An Essay Towards a Philosophy of Education* (7/6), *Parents and Children* (5/-), (P.N.E.U. Office). A record of work should be kept (see leaflet H).

N.B. 3.—In grammar (English and foreign) and in mathematics there must be no gaps. Pupils, if not at the stage indicated, must in these subjects either (a) begin the book set if the subject is new, or (b) continue the subject in the set book from the point they have reached; but they will be handicapped in the future if they have not covered the full course for Form V. (6 terms).

N.B. 4.—Each pupil should have a copy of her own books, and a set of the Pictures and materials. It is essential to have the latest edition, from which the set pages and examination questions are taken. The work of the Programmes cannot be fully carried out unless each pupil keeps a Nature Note Book and a Century Book.

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* and *Notes and Queries* in the *Parents' Review*.

N.B. 6.—The current Programmes are for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, The Parents' Union School, Ambleside.

N.B. 7.—All books, P.U.S. badge, colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. (Office hours: 10 a.m. to 1 p.m., and 2 p.m. to 4 p.m., except Saturdays.)

N.B. 8.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.

To Ex-P.U.S. Members and Ex-Students of the House of
Education taking the P.U.S. Reading Course.

Bibliographies for further reading will be found in
The Legacy of the Ancient World, *Ancient Times*, *Medieval*
and *Modern Times*.

The following books are also suggested: *Everyman's Bible*, an anthology chosen with an introduction by Dean Inge (Longmans, 7/6); Bishop Gore's *The Philosophy of the Good Life* (Murray, 10/6); *Supernatural Religion in its Relation to Democracy*, by S. C. Carpenter, B.D. (Ivor Nicholson & Watson, 15/-); *Socrates*, by A. E. Taylor (Davies, 5/-); *Ancient Man in Britain*, by D. A. Mackenzie (Blackie, 12/6); *Sir Francis Drake*, by E. F. Benson (Lane, 7/6); *The Naval Side of British History*, by G. Callender (Christophers, 4/6); *A Prince of Dreamers*, by Flora Annie Steel (Heinemann, o.p.); *Akbar*, by Laurence Binyon (Davies, 5/-); Tennyson's *Akbar's Dream*; *Schliemann of Troy*, by Emil Ludwig (Putnam, 21/-); *Economic Prosperity in the British Empire*, by Stephen Leacock (Constable, 7/6); *The Nature of the Physical World*, by Sir A. S. Eddington (Cambridge Press, 5/-); *The Universe Around Us*, by Sir James Jeans (2nd edition, Cambridge Press, 12/6); *The Mechanism of Nature*, by C. Andrade (Bell, 6/-); *The Seas*, by F. S. Russell & C. M. Yonge (Warne, 12/6); *Life by the Seashore*, by M. Newbigin (revised edition), (Allen & Unwin, 7/6).

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Motto: "*I am, I can, I ought, I will.*"

FORMS VI. & V.

PUPILS' NAMES.....

Scripture.

VI. 1. (a), "My heart is inditing of a good matter" (45); (b), "God is our refuge and strength" (46); (c), "Let God arise" (68); (d), "Give the King thy judgments" (72); (e), "Give ear, O Shepherd of Israel"; (80); (f), "How aimiable are Thy tabernacles" (84). Trace the thoughts of God which are given in three of these psalms. Quotations.

V. 1. Show that David's reign was more important and critical than any other in the history of Israel both from a secular and from a religious point of view.

or, 1. David was a man of faith and of humility. Sketch the character of David and justify this statement.

VI.&V. 2. Describe briefly the revolt which led St. Paul to write his second Letter to the Corinthians and give the substance of his "thankful" Letter (chapters 1-9) at the healing of the breach.

3. What may we gather from the second part of the Letter (chapters 10-13) about the personal life of the Apostle?

4. Some thoughts, in prose or verse, on "Except ye . . . become as little children."

Composition.

VI.&V. 1. A short opening speech for a discussion on **one** of the following subjects,—(a), The Economic Conference; (b), The use of leisure; (c), History repeats itself, e.g., crusades, dictatorship, pageants; (d), The Prince of Wales and Unemployment.

2. Some verses which must scan on **one** of the following subjects,—(a), On ascending a mountain; (b), Sunshine and shadow; (c), The flight of birds; (d), A shepherd's calendar in June.

English Language.

VI.&V. 1. Analyse the following, and parse the words in italics:

"I bring fresh showers for the *thirsting flowers*,
From the seas and the streams;
I bear light shade for the leaves *when laid*
In their *noonday* dreams.
From my wings *are shaken* the *dews* that waken
The sweet buds *every* one,
When rocked to rest on their mother's breast
As she dances *about* the sun."

VI. 2. How may the history of a district in England be read in an analysis of the names on the map? Give examples.

3. "The master-key admitting a child to all . . . palaces of knowledge is his ability to read." Write upon children's reading.

V. 2. Distinguish between the following words, (a), arrogant, presumptuous, and insolent; (b), invent and discover; (c), apprehend and comprehend; (d), opposite and contrary.

Literature. (Only three questions should be answered.)

VI. 1. Give (a), a brief résumé of *The Seven against Thebes*, or, (b), the description by the Messenger of the character and appearance of the Seven Chiefs at the Gate of the Cadmean City. Quote lines where you can.

2. An essay on (a), Abbot Samson, or, (b), St. Bernard of Clairvaux, or, (c), St. Francis and his Friars.

3. Write, in verse, on some aspect of the Alhambra, its history or legend.

4. What light does *Count Robert of Paris* throw upon the history and manners of the time?

5. Write upon the Province of Persia and its people, according to Marco Polo.

V. 1. Compare and contrast the characters of Lady Macbeth and Macbeth, quoting lines from the play in illustration.

2. An essay in the manner of Sir Francis Bacon on **one** of the following subjects,—(a), Truth, (b), Studies, (c), Gardens.

3. "Forsaken Truth long seeks her Love,
And makes the lion mild."

Give the argument of the Canto of *The Faerie Queene*, referred to, quoting lines where you can.

4. Show how (a), the pageantry and display, and (b), the magnanimity and courage, of Elizabethan days are portrayed in (a), *Kenilworth*, or, (b), *Westward Ho!*

5. A short essay on Sir Francis Bacon, according to Macaulay.

6. What light does *The Abbot* throw upon the life and manners of the times?

British History.

VI. 1. "Feudalism is the opposite of despotism." Illustrate from the rise and development of Feudalism in England.

2. An essay, with sketches, on Medieval Bridges.

or, 2. A portrait of St. Lewis according to de Joinville.

V. 1. Give some account of the policy and character of Queen Elizabeth.

2. Write an essay on (a), the origin of English sea power, or, (b), Industrial Conditions in the age of Elizabeth.

or, 2. "A whole people living in the constant presence of nature with eyes and ears trained to rejoice in the best pleasures of the mind." Justify this picture of the subjects of Queen Elizabeth.

General History.

VI. 1. Write upon the rise of the Hellenic City-States with special reference to the greatness of Athens. Dates.

2. What have you gathered from your reading this term as to the life and work of (a), Socrates, (b), Plato?

or, 2. Write a short description of the early poetic literature of Greece.

V. 1. Describe the rise of the Athenian Empire. Dates.

2. Sketch briefly (a), the course of the Thirty Years' War, or, (b), the beginnings of our scientific age. Dates.

Every-Day Morals and Economics.

VI. 1. "The State *arises* for the sake of life but *is* for the sake of good life." Trace, as far as you can, Plato's argument on the economic genesis of a commonwealth.

2. An essay on the Economic Crisis, its problems and the efforts towards a solution.

V. 1. Show that the knowledge of God is necessary to the soul of man and that it may come in various ways.

2. Describe the work of four of the Ministers of the Crown, adding notes on any special work that has come to them this year.

or, 2. "I will impart unto thee, for the love of God and men, a relation of the true state of Solomon's House." Describe the speaker and summarise his discourse.

Geography.

- VI.&V. 1. Write a brief account of Mediterranean Europe, its characteristic climate, crops and products.
- VI. 2. "Oceans are distinguished from seas by a number of geographical differences." Indicate these and write in detail upon "Oceaus."
3. Write "Impressions of Agra."
- V. 2. Write briefly upon "natural waters."
3. What causes affect the vegetation of an English county? Illustrate from a county that you know well.

General Science.

- VI. 1. Write an essay upon instinctive behaviour in insects and its variations, giving if possible, any observations you have made.
- V. 1. What have you gathered from your reading about the manifestations of electrons in motion?
- VI.&V. 2. Describe the vegetation and animal life of the Miocene period in Europe.

Biology, Botany, etc.

- VI. 1. "In the bird the breath or spirit is more full than in any other creature, and the earth power least." Discuss, and compare the structure of a bird with the highest forms of other vertebrates and invertebrates.
2. Write upon (a), the structure, and (b), the work of the muscles.
- V. 1. Explain, with drawings, the structure of (a), a grass plant, (b), a dandelion plant.
2. Make a list of plant communities you have noticed and describe one you have studied in detail.

Astronomy.

- VI. 1. "The universe appears to have been designed by a pure Mathematician." Give, as far as you can, the substance of Sir James Jeans' defence of this statement.
- V. 1. An essay on Mercury.
- VI.&V. 2. What observations have you recorded this term of the movements of planets? Diagrams.

French. (All answers to be written in French.)

- VI. 1. Translate into English *The Oxford Book of French Verse*, No 208; *La Flûte*.
2. Write a brief description of (a), the cathedral of Notre Dame, or, (b), a Paris street scene in the fifteenth century.
- VI.&V. 3. Write upon (a), Cats I have known; or, (b), flies I have watched (Molmy).
- V. 1. Write briefly the story of *L'Avare*.
2. Give the substance of **one** of the Fables of La Fontaine.

Latin.

- VI. 1. What do the following abbreviations denote:—M'; Ti; S.P.Q.R.; S.P.D.; A.U.C.; S.V.B.E.E.V.?
2. Translate (1), Does he think that the consuls will be obeyed? (2), Scarcely had night come when reinforcements arrived. (3), The general greatly feared that the enemy would not fight.
3. (a), *A Book of Latin Letters* (Levens), Translate Letter 27, lines 26-32 (Ubi . . . parcere), (b), Read the Latin of (a) again then write a narration in Latin.
- V. (First Year) 1. Translate (1), Everyone will write his own name. (2), The work is easy to do. (3), There are many thousands of ships on the sea. (4), It becomes you to fight bravely. (5), The general, seeing the enemy, hoped that he would conquer them (6), All the most famous men were there.
- (Second Year) 1. Translate (1), The camp must be well fortified. (2), He is not the man to fear an enemy. (3), They said that the captives would be spared. (4), Scarcely had the enemy pitched their camp when Cæsar attacked them. (5), He waited till Volusenus could explore the coast. (6), We fear that the army may be defeated.
- (First and Second Years) 2. Livy Book II., ch. 40, Translate §§ 1 and 2 (Tum . . . defenderent).
3. (a), Read again the Latin of question 2, then write a narration in Latin. (b), Parse from this passage:—*fuerit, pervicere, iwent.*

German.

- VI. 1. (a), Give a brief résumé of *Wilhelm Tell*, or, (b), describe in detail the scene with Gessler, Tell and his son at Altorf.
2. Give the substance of a poem you have enjoyed from *Deutsche Lyrik*.
- VI.&V. 3. Translate (VI.) into English verse, *Deutsche Lyrik*, page 123, *Sehnsucht*, (V.), into English prose, page 166, *Gefunden*.
- V. 1. Translate into German, page 245, Reproduction (Siepmann).
2. Describe **one** scene from *Maria Stuart*.

or, Italian.

- VI.&V. 1. Translate into Italian prose,—Longfellow's "The Sermon of St. Francis," verses 3 and 4.
2. Write the substance of (a), an incident. (b), a poem you have read in Italian this term.
3. Write a short paragraph about a famous (a), picture, or, (b), building, in Italy.

Arithmetic.

V. (2nd Year).

1. The difference between the Simple and the Compound Interest on a certain sum in 3 years at 5 per cent. is £11 1s. 1½d.; find the sum.
2. The cross-section of a water-spout is an isosceles right-angled triangle whose depth is 3 inches. Find the weight of water which will flow from it in 5 minutes if a c. ft. of water weighs 1000 oz. and it flows at 4 feet a second.
3. A man walking at 4 miles an hour was passed in 3½ secs. by an express travelling at 53 miles an hour. The express consisted of an engine and 5 coaches; the length of each coach was ¾ the length of the engine. What were the lengths of the engine and each coach?

V. (1st year).

1. Find, to the nearest penny, the amount of £100 in 3 years at 4 per cent Compound Interest.
2. The average age of a class of 12 children is 13yrs. 9mths. A new child aged 12 yrs. 8mths. joins the class. What is the new average age?
3. An aeroplane can fly 880 feet in 3 seconds. What is its speed in miles per hour?

Geometry.

V. (2nd Year).

1. In a right-angled triangle if a perpendicular is drawn from the right angle to the hypotenuse, the triangles on each side of it are similar to the whole triangle and to one another.
2. Draw a line 3.2 inches long and divide it (a) internally in the ratio 3:5, (b) externally in the ratio 5:3. Prove your constructions.
3. Prove that opposite sides of a quadrilateral circumscribed to a circle subtend supplementary angles at the centre.

V. (1st Year).

1. Prove geometrically that $(a+b+c)h = ah + bh + ch$.
2. Prove that the sum of the squares on the sides of a parallelogram is equal to the sum of the squares on its diagonals.
3. If ABC is a triangle, and AD is the perpendicular from A on to BC, show that $(AB+AC)(AB-AC) = BD^2 - CD^2$

Algebra.

V. (2nd Year).

1. 325 beads are arranged in rows in a triangle. There is one bead at the apex and one more in each succeeding row. How many beads in the last row of the triangle?
2. There are 7 terms in a Geometric Series. The first is $10\frac{1}{8}$ and the last is $\frac{5}{8}$. What are the others?
3. Simplify:

$$(i.) \left(\frac{1}{2}m^{\frac{1}{2}} - \frac{1}{3}m^{\frac{1}{3}} + \frac{1}{4}m^{\frac{1}{4}} \right) \left(m^{\frac{1}{2}} + m^{-\frac{1}{2}} \right)$$

$$(ii.) \left\{ \sqrt[3]{\frac{x - \frac{1}{2}y^2}{y^{\frac{1}{2}}x}} \times \sqrt{\frac{y\sqrt{x-2}}{\sqrt{xy^2}}} \right\}^2$$

V. (1st Year).

1. Find the value of:

$$(i.) \frac{c+d}{c-d} + \frac{c-d}{c+d} + \frac{4cd}{d^2-c^2}$$

$$(ii.) \frac{3}{x+3} + \frac{4}{x+4} + \frac{7}{x^2+7x+12}$$

2. Simplify:

$$(i.) \frac{1}{(p-q)(q-r)} - \frac{1}{(q-r)(q-p)} + \frac{1}{(r-p)(r-q)}$$

$$(ii.) \frac{1 - \frac{1}{y^2}}{y + \frac{1}{y} + 2}$$

3. A can walk 6 miles while B walks 5; and A takes 8 minutes less to walk a mile than B does. What are their rates of walking in miles per hour?

Art Studies. (Answer two questions only.)

- VI. 1. "Egyptian architecture is the architecture of temple and of mystery and symbolism." Write upon this statement and illustrate with drawings.

- V. 1. Write upon "Renaissance Architecture in Italy."

- VI.&V. 2. Give a short account of the work of (a), Filippo Lippi, or, (b), Raphael, describing in detail one of the pictures you have enjoyed.

3. Describe, giving a rough sketch of the composition, "The Virgin and St. Anne," by Leonardo da Vinci.
4. Mention some of the problems connected with the graphic representation of nature, and indicate one or two of the different ways in which they have been treated.

Painting.

1. A sketch in colour, *e.g.*, bridge, road and river, trees.
2. A design for a panel in wood, in (a), sycamore leaves and fruits, *or*, (b) a Celtic form.

Music Appreciation.

What works of Purcell have you heard this term, and what have you learnt? Write (a), fully upon one of his works, *or*, (b), an essay on "the life and work of Purcell."

Reading.

Father to choose an unseen (a), essay, (b), poem.

Music.

Report progress.

Singing.

Father to choose an English, a French and a German song.

Drill.

Drill, before parents.

Work.

Outside friend to examine. List of handicrafts completed to appear on *Parents' Report*.

The Summer Examination is optional.— Parents and Teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. Summer Reports (*only*) to be posted to the Director, Parents' Union School, Ambleside.

N.B.— OVERSEAS MEMBERS may send in written work for examination at the end of *any two* terms in the year.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages (*years and months*) and Forms to appear on the Reports.

For scale of marks (*as remarks*) to be followed in all subjects see head of Report Forms.

Members are asked to state on the Parents' or Teachers' Report Form (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.